

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research used a qualitative approach with a narrative inquiry design. According to Creswell, qualitative research is an approach for exploring and understanding the meaning individuals or groups assign to a social or human problem. It allows researchers to examine participants' lived experiences, perspective, and interpretations in depth. Narrative inquiry, as a branch of qualitative research, focuses on stories told by individuals to make sense of their experiences. This design was chosen to explore how PKU studnets face challenges in reading comprehension, how they overcome them, and how they perceive the benefits of using the summary-making technique. (Safarudin et al., 2023)

Narrative inquiry focuses on the personal experiences of participants, told through the stories they share. It allows the researcher to present not only what the students do, but also how they feel, think, and reflect on their learning journey. This design is appropriate because the researcher aimed to highlight the students' voices and inner perspectives as they dealt with English reading texts using the summary-making strategy. The approach also gives space for participants to express their emotions, challenges, strategies, and growth in their own words.

In narrative inquiry, researcher seek to explore personal stories that reflect the lived experiences of participants. This approach allows students to describe not only what happened, but how they felt, responded, and made meaning of their learning process. As Creswell states, qualitative researchers aim to understand the complexity of a phenomenon from the participants' perspective, emphasizing rich descriptions and personal insight. In this research, narrative inquiry provided space for students to share their experiences of dealing with reading challenges, applying strategies, and reflecting on their progress using the summary-making technique. (Creswell, 2012)

Narrative inquiry is a way of understanding experience. It is collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus. (Clandinin & Caine, 2008)

To gather the naratives, the researcher conducted semi structured interviews with 14 students from the Special Ulama Program (PKU) at Antasari State Islamic University. Thse participant were selected purposively because they had been involved in reading comprehension classes that implemented the summary-making technique. The interviews were conducted in a conversational manner, giving students the freedom to express their thoughts, emotions, and reflections related to their learning journey. As Sugiyono (2019) explains, qualitative reseach places the

researcher as the key instrument, allowing interaction that reveals deeper understanding through open communication. (Creswell, 2012)

The role of the researcher in narrative inquiry is not only to collect data but also to interpret the meaning of participants' stories based on the context and depth of their experiences. As stated by Mulyana (2008), qualitative research seeks to understand the meaning behind human behavior by paying attention to the context, background, and point of view of the subject. This approach aligns with the purpose of this research, which is to highlight students' voices and allow them to express how they make sense of their challenges, strategies, and learning outcomes. The narrative were not analyzed merely as data, but as meaningful reflections of students' real experiences in reading comprehension using the summary-making technique. (Fiantika et al., 2022)

## **B. Research Setting**

This research involved PKU students residing in the dormitory of Antasari State Islamic University Banjarmasin. Most of the interviews were conducted via WhatsApp, allowing students to respond more comfortably and without being limited by class schedules. This approach was chosen to help participants feel more relaxed in sharing their experiences. In person, meetings were only held when collecting documentation to support the data. This method aligns with the nature of narrative inquiry, which emphasizes personal stories and provides space for participants to express themselves more openly.

### **C. Participants**

The participants of this research were 14 students from the Special Ulama Program at Antasari State Islamic University Banjarmasin. These students had already been introduced to the summary-making technique in their English reading classes and were able to share their honest experiences, ranging from the challenges they faced to the strategies and benefits they gained in understanding English texts. The number of participants was based on availability, as only 14 students were willing to be interviewed. PKU students were chosen intentionally for this research because most of them come from pesantren (Islamic boarding school) backgrounds, where the emphasis is typically on Arabic rather than English. This made the researcher curious to find out whether they were able to grasp English reading materials and how effective the summary-making technique was in supporting their comprehension. Their insights brought valuable and personal perspectives that enriched the findings of this narrative inquiry.

### **D. Data Collection Technique**

In this narrative inquiry, interviews are one of the most common methods used to collect stories and lived experiences from participants. Rather than focusing on fixed questions, narrative interviews emphasize open, ended prompts that allow participants to reflect deeply and speak in their own words. According to Clandinin and Connelly (2000), interviews in narrative research are meant to build a space where participants feel comfortable sharing personal meanings and experiences. The aim is not only

to gather data, but to co-construct stories that reflect how individuals make sense of their lives.

In this research, interviews were conducted individually via WhatsApp chat. Each participant was given flexible time to respond to the questions and prompts. The interviews were semi-structured, guided by general themes related to reading comprehension, learning experiences, and the use of the summary-making technique. The researcher took manual notes during the interaction and followed up when clarification was needed.

This method was chosen for its flexibility and convenience, as it allowed both the researcher and participants to communicate without the constraints of fixed schedules. There were times when the researcher was available, but the participants were busy, and vice versa. Using WhatsApp provided a more relaxed and accessible space for participants to share their stories when they felt ready. This approach also created a more personal and reflective atmosphere, even in an online setting.

## **1. Interview**

The interview was seen as a meaningful conversation with a specific purpose in this narrative inquiry. As a commonly used method in qualitative research, interviews were employed to collect personal stories and deep experiences directly from the participants. According to Moleong, an interview is defined as a conversation in which one party, the interviewer asks questions for a particular purpose.

In this research, the interviews were conducted through WhatsApp to allow communication between the researcher and participants to take place in a more flexible and comfortable way. Although the interviews were not conducted face to face, the conversations were designed to feel natural and warm. The researcher used friendly and relaxed language so that participants felt more at ease in sharing their experiences and reflections, as if they were talking to a friend.

The interviews consisted of 10 questions designed to explore participants' experiences in reading activities, the challenges they encountered, the strategies they used to overcome these challenges, and the benefits they experienced from using the summary-making technique. Through these conversations, the researcher aimed to understand how each student made sense of their learning journey and how the summarizing strategy could support them in becoming more confident and capable readers. (Moleong, 2007)

#### **E. Data Analysis**

In this research, the data were analyzed using a narrative inquiry approach as outlined by Clandinin and Connelly (2000). The focus was on exploring students' personal experiences in the form of meaningful stories. Responses collected through WhatsApp interviews were manually transcribed, carefully read, and then coded to identify themes related to the

challenges, strategies, and benefits in understanding English reading using the summary-making technique.

The themes were grouped inductively and interpreted based on the participants' learning context, especially considering that most of them from a pesantren background with stronger exposure to Arabic in English. To ensure data credibility, member checking and researcher reflection were conducted. The final results were presented narratively, combining direct quotes and interpretation to reflect the depth of the students' experiences.